DOCUMENT RESUME

ED 441 082 CE 080 093

AUTHOR	Tapia, Ivan, Ed.; Blochmann, Georg M., Ed.
TITLE	Between School and the Youth Club: Learning and Teaching in Cooperation with Partners from outside Schools.
INSTITUTION	Inter Nationes, Bonn (Germany).
ISSN	ISSN-0177-4212
PUB DATE	2000-00-00
NOTE	29p.; English edition of B&W titled "Education and Science."
AVAILABLE FROM	Inter Nationes e.V., Kennedyallee 91-103, D-53175, Bonn, Germany. e-mail: bw@inter-nationes.de; Web site: http://www.inter-nationes.de.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Bildung und Wissenschaft; n1 2000
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Democratic Values; Developed Nations; Elementary Secondary Education; Foreign Countries; Partnerships in Education; Remedial Programs; *School Role; *Self Actualization; Social Development; Social Support Groups; Socialization; *Student Organizations; *Youth; *Youth Agencies; *Youth Clubs
IDENTIFIERS	*Germany

ABSTRACT

This publication contains an overview of the school-organizational partnership programs created in Germany to fill the role of promoting the development and socialization of students beyond the measurable degree of school performance. The following five general articles are included: "Schools and Youth Welfare"; "Common Features and Differences: 10 Hypotheses"; "The Role of a Pupil--The Life of a Pupil"; "Between School and the Everyday World: Split Normality"; and "Is There Still Such a Thing as 'Youth'?" The following nine articles explain models and provide examples of programs in particular cities: (1) "Erfurt: New Routes in School Social Work"; (2) "Osnabruck: Youth Welfare Comes into Schools"; (3) "Leipzig: School in the Cultural Workshop"; (4) "Munich: Culture Gaining Acceptance"; (5) "Cologne: A Youth Club in Cologne-Nippes"; (6) "Tubingen: How To Become a Man"; (7) "Neu-Anspach: Computer Company Supports Education"; (8) "Schafflund: Learning Democracy"; and (9) "Bayreuth: Remedial Teachers at a Primary School." (Contains 15 references.) (KC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

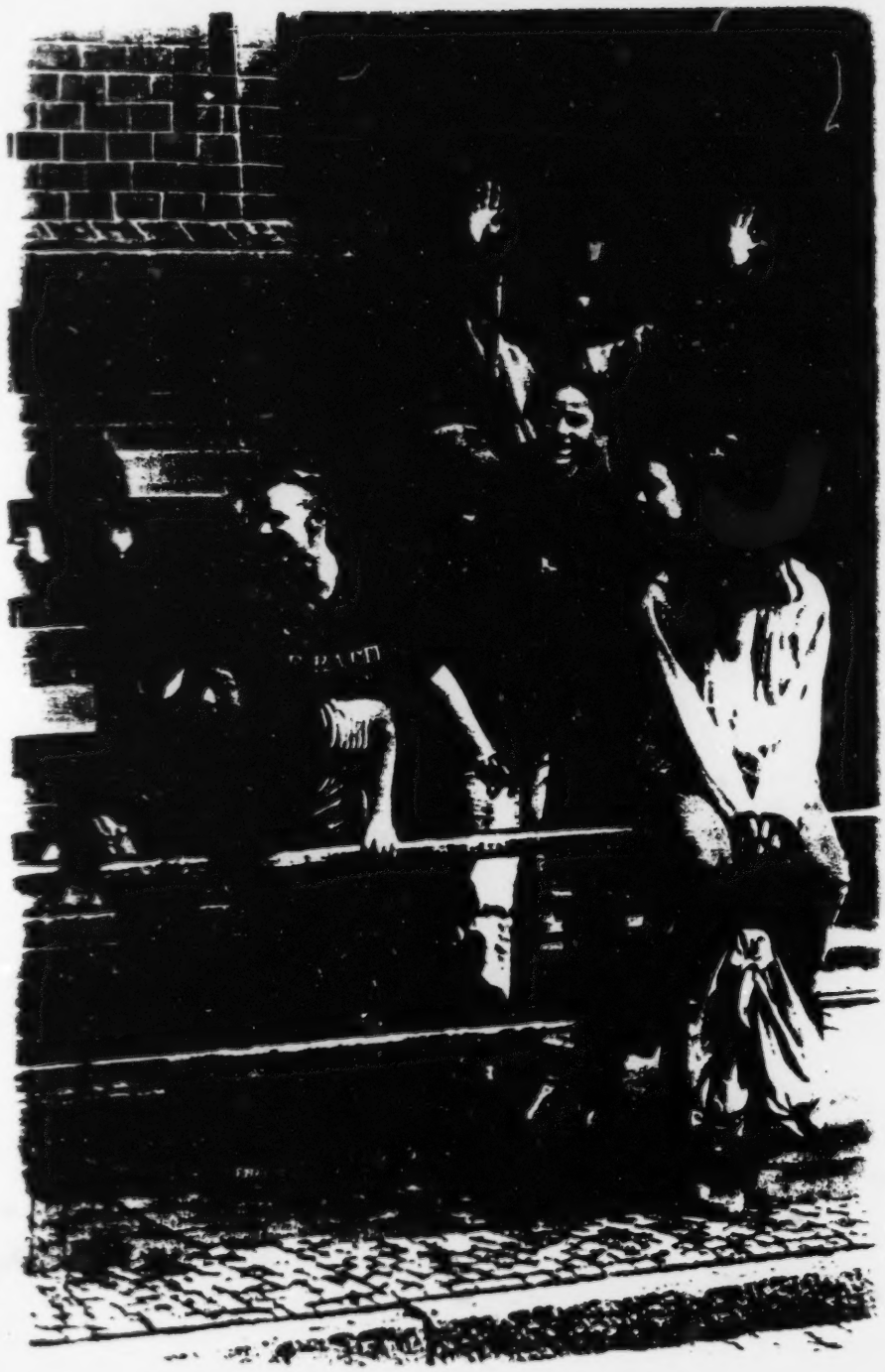
ED 441 082

B&W

BILDUNG UND WISSENSCHAFT 1-2000

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EDUCATION AND SCIENCE



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
K Stahl
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Between School and the Youth Club

Learning and Teaching in Cooperation with Partners from Outside Schools

CE 080 093

BEST COPY AVAILABLE

SCHOOLS AND YOUTH WELFARE

Volker Thomas

Today schools fulfil many more tasks than are involved in the pure passing on of knowledge: teachers increasingly have to promote the development and socialisation of their pupils even beyond measurable degrees of performance.

They need external help in this because they cannot perform necessary tasks, such as intensive contact with so-called difficult pupils, to a satisfactory degree within the context of their educational work. After all, they only spend half of a day with the young people: after the midday bell the pupils are no longer the official responsibility of teachers. In the afternoons social workers take care of them.

For teachers and social education workers it is therefore important that they know more about each other and about the pupils. Not only teachers need help when faced with difficult pupils; youth welfare workers can benefit if they know what everyday life in school is like, how the young people interact socially. Because they are often confronted with the same phenomena: with youth violence, intolerance and, not least, also with social deprivation. How come the young people know so little about German history, a social worker may ask himself, and a teacher would like to know whether the social education workers could not do more to ensure that their unruly pupils work off their energy outside school.

The gap between youth welfare work and school – between those who take care of young people in the mornings and those who take care of the same young people in the afternoons – has long been recognised.

Practitioners of youth welfare work and teachers are therefore testing means of cooperation and are trying to identify how learning processes inside and outside schools can complement each other. They have recognised that youth welfare work can give urgently required help to schools and vice versa.

The initiatives presented below illustrate the extent to which constructive steps towards the "opening up of schools" – already called for in the 1970s – are being taken. At the same time, they prove how much is dependent on the initiatives – and imaginativeness – of individuals.

There are no patent remedies, but many approaches to solutions.

CONTENTS

Between School and the Youth Club

Schools and Youth Welfare 2

Common Features and Differences: 10 Hypotheses 3

The Role of a Pupil – The Life of a Pupil: *Interview with Dr Ulrich Deinet, Land Youth Welfare Office, Münster* 4

Between School and the Everyday World: Split Normality 6

Models and Examples

Erfurt: New Routes in School Social Work 8

Osnabrück: Youth Welfare Comes into Schools 10

Leipzig: School in the Cultural Workshop 12

Munich: Culture gaining Acceptance 14

Cologne: A Youth Club in Cologne-Nippes 16

Tübingen: How to Become a Man 18

Neu Anspach: Computer Company Supports Education 19

Schafflund: Learning Democracy 20

Bayreuth: Remedial Teachers at a Primary School 22

Is there still such a thing as "youth"? 27

Bibliography 28

Cover photo: David Ausserhofer

BEST COPY AVAILABLE

COMMON FEATURES AND DIFFERENCES: 10 HYPOTHESES

1. Social changes, in particular the changes to the family as a socialisation body and the changing role of women in families and society, have led to new demands being made of the school system and youth welfare services that cannot be solved with the traditional patterns.

2. Youth welfare and schools have a different type of access to children and young people. School is mandatory for children and young people. Participation in youth welfare offers, however, is on a voluntary basis.

3. Ever more school classes – especially at primary and general secondary schools – suffer from the behaviour of children that need special educational care. Concentration problems are increasing, the number of young people "tired of school" is growing; teachers are calling for more projects in cooperation with youth welfare services.

4. Social education workers often feel that they are mistakenly seen as an "emergency service for problem cases"; they don't want to pull the teachers' chestnuts out of the fire, they want to work together with them on an equal footing.

5. As a result of changed social conditions – ever growing numbers of single parents, the need for parents to work – the situation for childcare after school and in school holidays is often unsatisfactory. On the other hand, school buildings are empty for half of the day and for weeks at a time in the holidays. Could the many possibilities – hobby rooms, gymnasiums, drama studios – not be put to better use?

6. Social skills are increasingly required – the ability to work in a team, emotional intelligence, solidarity. School must not limit itself merely to passing on knowledge; if it wants to be successful it needs a more comprehensive way of looking at matters. In the process, child and youth welfare services can provide back-up.

7. Even if a teacher does receive a higher salary than a graduate social education worker, schools are not superior to the youth welfare service, just as the youth welfare service is not superior to schools. Only good cooperation leads to quality.

8. The teachers have to enter into the actual partnership with the social education workers. The cooperation between the Youth Welfare Office and the School Administration Office, between the *Länder* ministries for Youth and Social Affairs and the Education ministries is only important at a secondary level.

9. Youth welfare institutions and offers are characterised by many years of experience. Schools and school administrations do not therefore need to gain additional equipment in long drawn-out educational and social-work processes; the resources can be used jointly.

10. Schools and youth welfare services will have to develop reliable cooperation structures, both in the administration and, practically, on site in cooperation with school psychologists, in educational advice and in child and youth welfare institutions.

These hypotheses were adopted by a specialist meeting of the Land Youth Welfare Office Westphalia-Lippe.

BEST COPY AVAILABLE

B&W 1-2000 PAGE 3

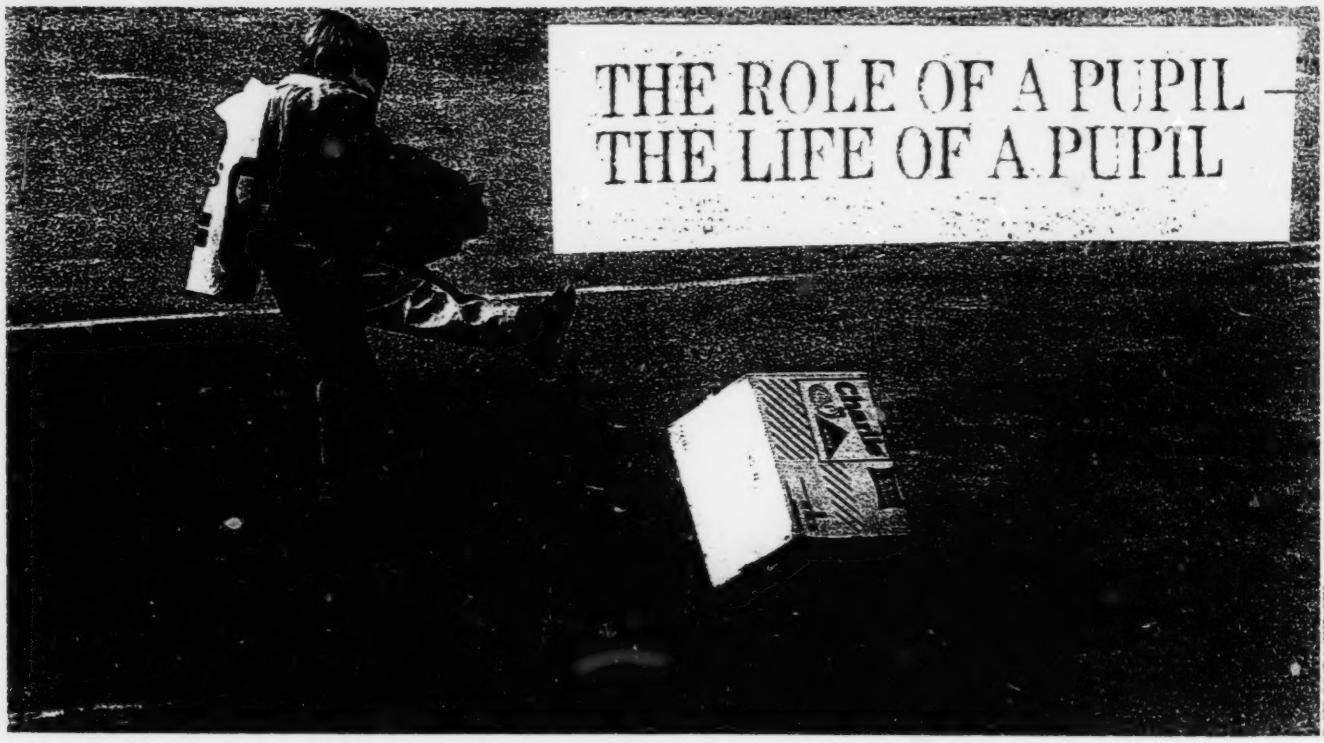


PHOTO: DAVID AUSSERHOFER

Interview with Dr Ulrich Deinet,
Land Youth Welfare Office, Münster

The call for youth welfare services and schools to cooperate more closely is not new. But in practice there are still major problems because, historically, the two systems developed completely differently. School is mandatory and is there for everyone. "Youth welfare" – at least until the entry into force of the Child and Youth Services Act of 1990 – is there for problem cases and difficult young people. Teachers have an understanding more in terms of specialist subjects than of educational science – that is the way they have been trained. Social education workers see themselves as specialists for matters relating to education and shy away if someone wants to entrust them with helping with homework.

■ *What makes cooperation so difficult?*

In recent years a broad spectrum of cooperation forms has emerged as a result of various problems and needs. Sometimes these last only for one or two project weeks, sometimes longer. They frequently build upon the dedication of individual teachers and social education workers and, in those cases, they do not last long. Another reason why the projects vary so much is because they are tailored exactly to the concrete framework conditions and the needs in a specific place. This creativity has the "disadvantage" that the stage is not very transparent. Differences from Federal Land to Federal Land and different school models make it difficult to clearly determine blocking and promoting factors.

■ *What do both partners do so that they can cooperate successfully?*

My experience from cooperation projects shows that genuine cooperation only comes about if both areas open up and address the issues and problems from the everyday lives of children and young people. They do not want to be seen as "schoolchildren" when they are out and about in their neighbourhoods. And they do not want to be spoken to as "young people" when their teachers are taking an interest in them, not even outside school. Schools and youth centres will both have to change their tune and collect adolescents wherever they are. The quarter, the community, the meeting at the bus stop, the disco, the street – that is the life of many young people.

BEST COPY AVAILABLE

■ *And that does not happen at school?*

Hardly. Social space thinking in school means that the teachers take an interes' in the children's spaces and places, they concern themselves with the social problems of the quarter, they work with other institutions – youth welfare, commercial providers, churches, associations. The social space link between youth welfare and schools is what makes the cooperation permanent and gives it a structure.

■ *The schools should get involved then...*

Yes, of course. There is a basis for cooperation only when schools understand that the social dimension above and beyond the pure planning of lessons is part of their very own tasks and involvement in social matters to stabilise schools and lessons. This is the only way they will not treat youth welfare work as 'repair work'. Only when schools change themselves can they cooperate.

■ *And in youth welfare work everything stays as it was?*

No, youth welfare work has its own contribution to make. It can only cooperate sensibly and successfully if it understands and accepts school as a part of children's and young people's lives and does not constantly question its own and the schools' legitimacy. If youth welfare work opens up as a social space and understands school as one of the most important habitats of children and young people this can be the foundation for forms of cooperation that go beyond thinking about acquiring new target groups.

■ *But the social space concept gives young people an advantage?*

Youth welfare has the momentum of surprise on its side, it can react spontaneously. School is bound to a fixed rhythm between lessons and holidays. Youth welfare workers should know their part of town very well. School is bound to a fixed location. Youth welfare relies on cooperation with associations and clubs. School tends to lock itself away. This is all true – but I know of enough cooperation models that show that the learning process on both sides started long ago, e.g. joint further training courses.

■ *Further training courses – one tends to think of obligatory events...*

If schools and youth welfare have found common topics further training courses can be an important instrument of cooperation in order to dismantle prejudices and to work on common problems. In addition to the substantial-thematic levels, further training courses ultimately also have the intention for employees from both areas to get to know each other, make contact, extend their knowledge about the respective other and to get rid of their prejudices.

■ *One disadvantage is that the youth welfare services would be best to deal solely with difficult pupils...*

That is one of the most important motives for teachers to turn to partners from the youth welfare service. It is a false expectation that the school is mainly interested in short-term "repair interests", but it is understandable because of the sometimes difficult teaching situation.

■ *What is the reason for this?*

The information deficit continues to be large on both sides. As far as the schools are concerned, the working area of the youth welfare services continues to be opaque and is often reduced to the classical intervention tools of the old Youth Welfare Office. Youth welfare services, for their part, are frequently not informed about current developments in education. If they do not have any children of their own at school social workers know little about everyday life at school and the opportunities for assistance to supplement and go beyond lessons. All too frequently they only hear about the negative side: frustration, problems, violence and a lack of perspectives. Pleasure in learning, fun on class outings, the small and great successes of an individual in lessons – all of that is screened out. What is true for adults is also true for pupils: we prefer to talk about what we don't like than about what we enjoy.

■ *What are the joint possibilities for action for youth welfare services and schools?*

I will just list what we are proposing: the youth welfare office can be invited to a conference at school. The school can make contact with the responsible social worker, it can host an educational conference. Schools and the youth welfare service plan joint campaigns on special topics, such as fetes. Together they can organise a "Round Table" or a "jour fixe". And in all of this openness and transparency should prevail – and not a reluctance to reveal too much to the other side. A social worker can concern himself intensively with two or three young people – that is his job. A teacher cannot do this, she has a class of 30 children or more to take care of.

■ *Could you give us an example?*

The pair system – a model developed by the Land Youth Welfare Office of Westphalia-Lippe and the three school departments of the district governments Münster, Detmold and Arnsberg. One representative of the youth welfare service and one from a school work together directly. Their common subjects refer to the entire spectrum of cooperation between youth welfare services and schools: "classical" subjects of prevention and joint media work were represented just as much as current cooperation models on arbitrating disputes.

■ *And this has proved itself?*

Wherever the two have introduced experience from the local district, from the community there have been successes. Because the other usual role assignments and declarations of intent ("we should", "Schools/ youth welfare service should...") and the widespread lamentation about the unsatisfactory conditions ("that is not conceivable here!") were avoided. Procedures are correct here. It is hard to make excuses in a familiar environment.

■ *But the two areas remain separate? Or do you see a trend that they are growing together?*

There can be no question of wanting to turn schools into youth welfare services or to turn youth welfare services into schools. However, interfaces that describe areas to be tackled together can be found in the different accesses and common goals. It is therefore just as important to identify goals and areas that are not suitable for cooperation because they are independent goals or principles of each area and are also part of its profile.

■ *What should schools and the youth welfare service take most account of if they want to work together?*

Regardless of the subject and content of the cooperation the three following steps have to be taken into account in order to secure long-term cooperation:

- Personal contact between specialists from the two areas that want to cooperate.
- Identification of a common subject.
- Creation of a structure for cooperation.

Schools and the youth welfare service have independent and different educational tasks and methods. But the world in which children and young people live, shaping social affairs in the community or the area of the town can become a social-space bridge and a common task.

BETWEEN SCHOOL AND THE EVERYDAY WORLD: SPLIT NORMALITY

In his study *"Gespaltene Normalität"* (Split Normality) the youth researcher Lothar Böhnisch (Dresden/Heidelberg) discusses the fact that the worlds in which children and young people live are growing ever further apart. His hypothesis is that many feel that they are overtaxed, their orientation difficulties turn into violence.

In lessons sitting still is required, concentration, performance and punctuality. These are demands that are too much for many parental homes today according to Lothar Böhnisch's studies. And youth centres, above all, have different rules: comradeship, solidarity, creativity, spontaneity are more in demand here than order and punctuality.

This development in different directions of social structures in schools and life causes contradictory rules to overlap – or even to be lost. Some schoolchildren reconcile the differences between the school system and the world in which children and young people live by means of violent behaviour.

For Lothar Böhnisch violence is a possible reflex to this "split normality" by those affected. Wherever there are yawning gaps between the social structure and social expectations individuals try to adapt themselves to the contradictory structure or – vice versa – to adapt their environment to their

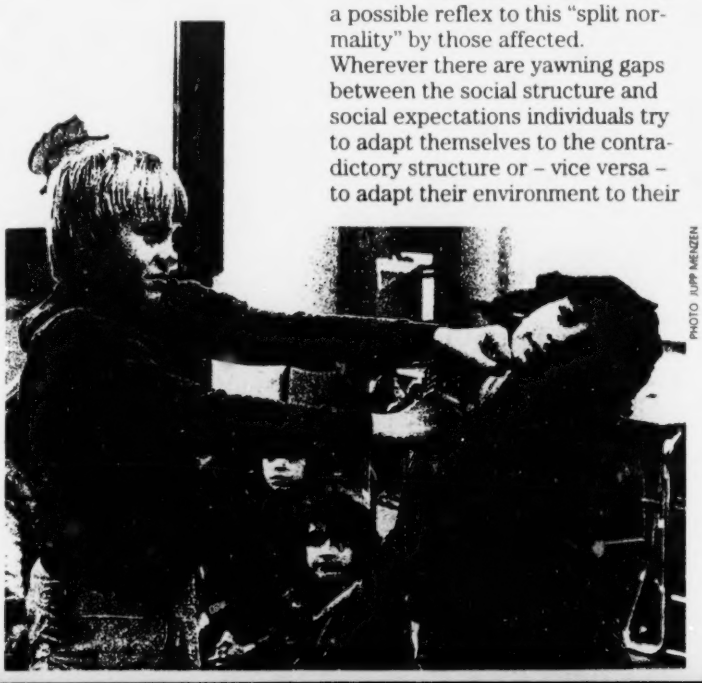


PHOTO JUPP MENZEN

expectations in order to remain capable of action. They do not want to lose social orientation, they want to rediscover their inner equilibrium. This – apparently – is only possible with violence.

In the role of a pupil the young people, who are otherwise so distinctive in their own lives, are exchangeable. For schools this role perspective is functional: children become comparable in the meaning of the performance and selection system known as school.

A place to learn or a place to live?

Children and young people experience school differently. A school is simultaneously a functional and a social system. But the functional system follows different rules to the social system. School presupposes that the social system adapts itself to the functional system. The requirements and expectations that school has of the "role of a pupil" have to be socially cushioned at home or in the community.

The children have to emotionally balance out and overcome this tense relationship. Depending on the scope for support from the family this is successful to a greater or lesser degree. Lothar Böhnisch: "The problem with school is that as a functional system it presupposes a social system that it cannot adequately replicate in its own understanding of the system."

Böhnisch goes on to argue that the functional system of school also characterises the structure of the life form "youth". Young people become accustomed to a form of life conditioned by school. School creates the life form "pupil" without shaping it socially: "School gives no further 'self-worth offers' beyond performance gratification – its social blindness is conditioned by the system."

But children and young people are dependent on school. School does nothing or only little to present itself as a "place for living", but often rejects the needs of children and young people. The pupils seek school as a habitat, but frequently encounter rejection from overtaxed teachers.

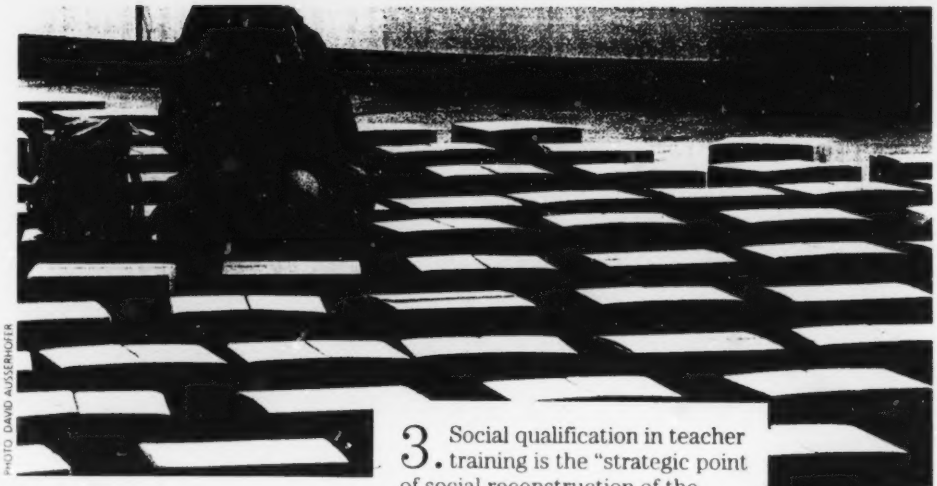


PHOTO: DAVID AUSSERHOFER

"This dilemma can only be defused if schools succeed in entering into a greater exchange with the social environment in order, on the one hand, to understand itself more as a social space and, on the other hand, to be able to have a hand in controlling social processes outside school." In his book *"Gespaltene Normalität"* Lothar Böhnisch lists three demands:

1. Primary schools have to understand themselves as social schools. As the first place clearly independent from families in a child's world the primary school today limits itself to the principle of classes made up of children born in one year and of performance and selection. Instead of this Lothar Böhnisch calls for a "house for pupils and children" in which social and cultural skills are to be taught more intensively.

2. Schools have to expand in terms of social space. For those who – for family or social reasons – do not succeed in coping with performance schools will have to develop their own offers that strengthen a child's feeling of self-worth. This can primarily succeed with a cultural expansion of the school with project weeks. Children and young people should – with the help of the school – be able to try out roles other than just the role as a pupil.

3. Social qualification in teacher training is the "strategic point of social reconstruction of the school". Teachers are also psychosocially exposed to school without the ability to accept school as social conflict having been taught to them. Lothar Böhnisch calls for a social educational foundation to teacher training and social placements in schools. "The fact that the teacher's job has also become a social profession should finally be understood as a positive challenge in teacher training and not as something to reduce status."

Schools can therefore not satisfy themselves with converting everyday life into learning objectives and learning stages. They cannot cut themselves off socially. The youth researcher is convinced that school instructional events about violence and addiction alone are worthless or not very useful if the link to real life is not made. Youth welfare services, in particular youth work, can be assigned a key function in this process. Because of their completely different framework conditions they are in a position to make multi-faceted offers – without performance competition coming into play.

"School is not oriented to the everyday life of pupils, but to the role of a pupil, to the behaviour expectations and prescribed rules taught via curricula, classes of children all born in one year and performance standards." (Lothar Böhnisch)

MODEL AN EXAMPLE

ERFURT: NEW ROUTES IN SCHOOL SOCIAL WORK

From one o'clock in the afternoon a different ministry is responsible

A primary school in Germany, typical of many. For some time now there has been more unrest, there is constant noise, the children cannot concentrate. The teachers' complaints are increasing. The third and fourth classes – that is nine and ten year olds – are becoming a problem. The headmistress undertakes some research, asks questions, finally determines that around 30 children, spread among four classes, are developing into notorious trouble-makers.

She talks to class teachers, parents, children – and it is becoming clear that most of the pupils in this age group come to school without having eaten breakfast. After school there is often no one at home. The children feed themselves on fast food, hang around somewhere all afternoon, no one bothers about them. When mother comes home from work there is a meal, then a little television and that was it. The consequence: the children no longer pay attention at school.

The headmistress reacts quickly. She makes it possible for the pupils to have lunch at school and obliges the teachers to take it in turns to supervise homework in the afternoons. At first this triggers protest. But after a short time the staff gradually make a surprising discovery: many of them note that the work set by their colleagues is much too difficult. Heated discussion, accusations of teaching over the children's heads – and then the understanding: we have to harmonise our work better. The atmosphere in the school improves, teachers register that their work is becoming easier, the disruptions are easing; no more school social workers will have enter this school again.

PHOTO: DAVID AUSSERHOFER

Too good to be true...

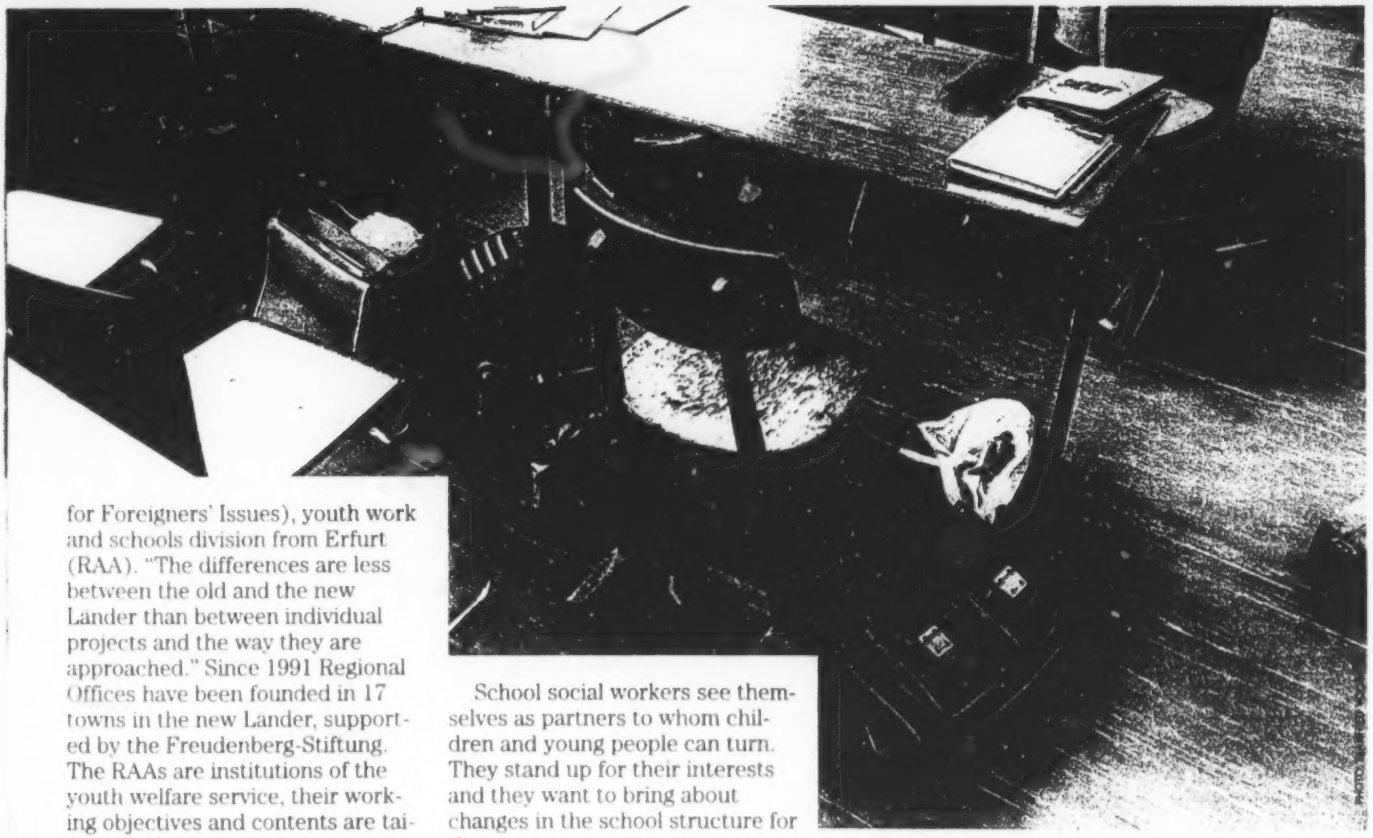
Has Christian Petry from the Freudenberg-Stiftung (Freudenberg Foundation) told a fairy tale? About a staff room that develops a willingness off its own bat to face up to a difficult situation and is committed enough to tackle the problem at its source? Anyone who has heard him knows that reality is often very different.

Whether Thuringia, Saxony, Berlin or North Rhine-Westphalia – school social workers have the same experiences practically everywhere. They are faced with the difficulty of sensitising schools to their view of the problem and of opening up the interface between schools and youth welfare services for their work.

"The conditions under which school social work is carried out are very similar in east and west", says Elmar Matzner from the Regionale Arbeitsstelle für Ausländerfragen (Regional Office

B&W 1-2000 PAGE 8

BEST COPY AVAILABLE



for Foreigners' Issues), youth work and schools division from Erfurt (RAA). "The differences are less between the old and the new Länder than between individual projects and the way they are approached." Since 1991 Regional Offices have been founded in 17 towns in the new Länder, supported by the Freudenberg-Stiftung. The RAAs are institutions of the youth welfare service, their working objectives and contents are tailored to the problem situations in eastern Germany. The RAAs work in the environment of schools and in schools and on issues such as xenophobia and integration. The staff of the RAAs are usually teachers, social education workers, social workers and artists.

For example, misunderstandings arise from different expectations. Thus, for example, many schools regard school social work as a sort of "emergency service" that can solve problems for them. Others want to fully incorporate them in the operations of the school and use social workers as replacement staff if a teacher is absent. Elmar Matzner: "And over and over again – whether group or parental work, caring for individual cases, careers help or taking care of leisure – school social workers have to make it clear: we are not the extended arm of the school, we have a complementary activity."

School social workers see themselves as partners to whom children and young people can turn. They stand up for their interests and they want to bring about changes in the school structure for them.

"With schools and the youth welfare service, there are still two unequal partners with different traditions that come together", explains Dr Philipp Walkenhorst from the Special Education and Rehabilitation Faculty of Dortmund University. On the one hand there is a regimented institution, on the other a profession that has developed from the voluntary sector with its voluntary nature as one of its main principles.

Symptoms of crisis

Schools are in a dilemma according to the special school education worker Bernd Sörensen. Every year 350,000 pupils who do not pass to the next class, ever more teachers who take early retirement – these are clear symptoms. Sörensen is employed at the Berlin University of the Arts in a research project with cooperation between schools and youth welfare:

The situation in schools has changed completely. The pupils come to school with different experience than they did 20 years ago; the average age of teachers is usually between 40 and 50 and is rising steadily.

Parents expected the passing on of knowledge and care, longer working times and scarcer funds were ordered by the Education Ministers. "A fundamentally disturbed communications structure" determines the atmosphere, neither pupils nor teachers can afford to admit to weaknesses without consequences.

The fact that under these conditions "there are ever more arguments but not real trouble" in schools "is solely because most pupils still want to gain their qualifications – even if their market value is increasingly questionable."

Even when cooperation between schools and the youth welfare service works it is accompanied by snags. "We have ministries responsible for the mornings and others responsible for the afternoons. At one o'clock on the dot a pupil becomes a young person and from then onwards another institution, another source of funding and another educational system are responsible for him", says Christian Petry.

The Club as a Bridge

"Set up pupils' clubs" – that is one of the many proposals to create a link between school and the youth welfare service. Pupils' clubs are based directly in the schools. The main focus of their work is, depending on the location, on sport, culture or music. Some also move onto projects to promote health. Thus, pupils' clubs that are also open for the children in the afternoons have been founded in 59 schools in Berlin with the support of the *Deutsche Kinder- und Jugendstiftung* (German Children's and Young Persons' Foundation).

According to Bernd Sörensen they act "as a link from the school to voluntary institutions in the neighbourhood in the meaning of the Child and Youth Services Act". They offer a broad spectrum, from breakfast to mobility toys for the breaks, from help with homework up to crisis intervention and contact with local youth welfare institutions. The difficulties of interdepartmental funding between the School and the Youth Senate were solved by the *Deutsche Kinder- und Jugendstiftung* in Berlin collecting the monies from the various ministries and passing them on to the projects.

With the clubs it has been possible to open up schools and, at the same time, to improve the social infrastructure of the district for children and young people.

OSNABRÜCK: YOUTH WELFARE COMES INTO SCHOOLS

FOKUS closes the gap

"As a sponsoring agency we came from nowhere", says the art education worker Margret Triphaus, not without pride. In 1990 the association FOKUS – Forum Osnabrück für Kultur und Soziales e.V. (Osnabrück Forum for Cultural and Social Affairs) – was founded by a group of education workers, by creative forces in the cultural sphere and people employed in social work. Since 1993 FOKUS has been a recognised sponsor of voluntary youth welfare work.

Its self-appointed task is to close a gap in social policy that has come about through social upheavals. Because where holistic education, the promotion of creative forces, passing on values and a feeling of self-worth and balancing out shortcomings are concerned, schools and families alone are often overtaxed.

After all, most schools do not have lessons all day. Very few offer afternoon care. And at the same time, the shortcomings increase and the problems grow when pupils are left to themselves after school. For many the family is not a world of experiences any more, it is the scene of a hard struggle for existence carried out by their parents. Many live alone, mostly with their mother, suffer from the cramped conditions and the constantly tight budget. Ideas, discussions, ways to find out about themselves and their abilities outside school are limited in these conditions.

PHOTO: DAVID PEEVERS

Youth work as a replacement family

The establishment of the FOKUS association with the objective of doing cultural and social work for children and young people was just what the Youth Welfare Office of the City of Osnabrück needed and was supported from the very beginning – even though the municipal budget sets tight limits. "But the trend" according to Hans-Georg Weisleder, Head of Municipal Youth Welfare in the Division for Children, Young People and Families, "is towards the Youth Welfare Office having to spend increasing amounts on social work at schools. Both youth welfare work at schools and youth clubs with programmes right into the evening are increasingly acting as replacements for families."

With grants from the Employment Exchange and from the Youth Welfare Office the association was able to realise two measures in the area of school social work in 1994 and 1995. At the inner city secondary general school the Youth Welfare Office has set up a permanent office since the school had turned out to be a social focal point because of special problems and the pupils' backgrounds. The measure at the Sebastopol school centre initially started as a two-year job creation scheme organised by the Employment Exchange.

Following this, one member of staff was able to stay in employment within the context of an "SAM" job (*Strukturanpassungsmaßnahme* – structural adaptation measure) of the Osnabrück

Employment Exchange. After the fourth year of funding, the job will become permanent in the summer of 2000; it will be fully financed by the Youth Welfare Office.

The permanent members of staff today take care of the necessary continuity in educational work. Thanks to additional measures funded by the Osnabrück Employment Exchange, such as "Integrative Promotion of Immigrant Young People", school social work has been able to react to current needs and expand the existing focuses of work.

With its dedicated staff the association developed an attractive programme for young people and offered advice for problems. However, the requirements of school social work have continued to grow steadily.

"Today young people have to make decisions that determine their future lives at a much earlier stage. We are therefore increasingly called upon to offer orientation to young people and to support them in developing their personalities," says Margret Triphaus. Accordingly, the substantial focuses of school social work have also expanded. They range from support in planning careers and future lives via advice and help in individual cases right up to cultural, educational and preventive projects.

Ideas in the pupils' café

Promoting imagination and creativity, developing initiative among young people, giving them ideas for dealing with their own environment, increasing tolerance, establishing communications between the different age groups – all of this has been taken up by FOKUS. A bridge should be built between youth cultural work and youth social work. This seems to succeed in the Café Olé in the Sebastopol school centre.

The café was established on the initiative of FOKUS and is coordinated by Petra Schaumann and Karin Baller, an art education worker and a social education worker. It is open during breaks and in the afternoon, it offers snacks and drinks. But the most important aspect is the free space in the middle of the hurly burly of school.

Here the pupils can feel free of the constrictions and performance demands, they can relax, talk, exchange information. And what is really important: the two coordinators are also confidantes. If there is a crisis looming in relationships, parents are no longer getting on, the father is drinking too much alcohol, a pupil is not coping any more – Petra and Karin are not only patient listeners, they can also give advice and say who can help.

However, the Café Olé is not only the "problem corner" of the school centre with its 1,200 pupils. From here, creativity and activity are encouraged; there are constantly afternoon offers in the form of courses, campaigns and ideas.

For example, 18-year-old Mona, who is enjoying a pizza, wants to take part in the body painting programme. "I've just read about that", she says. "That would interest me." And Claudia, 14, is interested in a guitar course given by a pupil. She comes to the café almost every day and this is where she usually does her homework, "because there is no one at home. My mother has to work until the evening." Michael, 13 years old, is also a "regular". Here he can ask Petra or Karin if he has not understood something in class. And he is taking part in a graffiti painting course; for hours he sits at a table and concentrates on painting.

What did Hans-Georg Weisleder, Head of Municipal Youth Welfare, say? "Young people increasingly have to compensate for family and social shortcomings." The Café Olé has taken on some of this task in a short time. It is open until 4.30 every afternoon and also offers activities and courses in the holidays.

According to Margret Triphaus from the FOKUS sponsoring association, "Whatever the young people or children get too little of, or not at all, at home should be developed. An awareness for new experiences should be trained as well as the ability to see oneself and one's own environment with more reflection and to take their lives in their own hands."

PHOTO: SCHULZENTRUM SEBASTOPOL/OSNABRÜCK

The boundary between school and everyday life is becoming blurred

Karl Wurdel, the head of the general secondary school in the Sebastopol school centre, has been calling for afternoon care for many years because he knows from experience how great the demand is. "Many problems come about because pupils have nowhere to go in the afternoons," he says. Although the pupils' cafe cannot completely close this gap it is at least a start.

Nevertheless, thinks Karl Wurdel, the boundaries between school and everyday life have become more fluid. "What we need is school all day without the barriers between the individual areas of life", he says. With open teaching forms he is trying to take small steps in this direction at his school.

BEST COPY AVAILABLE

"Contact with the schools has become more intensive" is also the opinion of Hans-Georg Weisleder. In Osnabruck it has been understood that the need for all-day care for pupils is growing, the striving for holistic education is becoming greater and parental homes less and less offer an environment in which young people can grow and flourish with all of their talents and skills.

"We can bemoan that", says Hans-Georg Weisleder, "but we can also try to compensate for these shortcomings." Schools will have to change, he believes, but youth welfare services, too. In Osnabrück they were clever enough to use the pioneering spirit of a new sponsoring association for the common goals. FOKUS thus had wind in its sails from the very outset and – albeit with financial restrictions – was able to pursue its objectives unwaveringly.

LEIPZIG: SCHOOL IN THE CULTURAL WORKSHOP

When "Egyptians" proceed through Leipzig ...

The burial of a Pharaoh probably made the Ancient Egyptians sweat just as much as the four fifth classes in Leipzig. They has seen a performance of the "Schwarzes Theater" (Black Theatre), they had to watch how all of the grave goods were stolen from the Pharaoh, and they were selected to make new grave goods within a week. The ruler had asked them to organise the festival of the Goddess Bastet so that he could enter the kingdom of the dead.

One week – that was not very long. The grammar school and intermediate school pupils set to work immediately. Groups were formed quickly, and soon small tailors and wig-makers, stonemasons and potters, scribes, painters and dancers were at work in the rooms and in the park of the villa in which the KAOS cultural workshop is based. While the children made statues and jewellery or designed the grave chamber, they became familiar with the culture and history of Egypt almost by accident. They were given help by the staff of the Egyptian Museum and the cultural workshop.

When the ceremonial procession of the Leipzig Egyptian – dressed in costume – moved through the quarter and a large festival closed the project the passers-by were amazed and children and parents were satisfied with their work.

"Sabine enthused about the activities every day", says one mother. Gunnar is hoping to experience another workshop week like this in the near future; and his fellow pupil Mike, who remembers the unleavened bread with vegetables when he hears the word festival, enthuses: "It was just great and we weren't bored at all."

KAOS makes offers for cooperation

"The Pharaoh's Secrets" is one of the major projects that the cultural workshop KAOS offers at irregular intervals and in which around 100 children from various schools in the city can participate. There are also joint projects with individual schools and offers that can be taken up throughout the year.

The cultural workshop KAOS, originating from *KunstStück, Förderverein Kulturpädagogik Leipzig e.V.*, has been working since 1992 and has been an independent sponsor of youth welfare work since 1994. In addition to cooperation with Leipzig schools, there is a comprehensive range of offers for children and young people in the afternoons; for example, the *"Zirkus Lapadu"*, in which the cultural workshop works together with a school for the hearing-impaired and one for children with mental handicaps. By playing together the pupils can use their different skills, consciously experience and strengthen their self-awareness.

"Understanding the world" was the motto for pupils in the fourth to seventh classes of a school for the vision-impaired in a "project for the senses" in which touch played a major role. An eighth class from an intermediate school completely redesigned its classroom with the help of KAOS; an entire school concerned itself for a whole year with the theory and practice of the Bauhaus design principles.

Capable of Living and Experiencing

Since 1993 KAOS has been more than an afternoon meeting place for children and young people to talk, dream and for creative activities. The cosy villa in the large grounds with old trees and a large pond is a place of learning some mornings, a welcome change from school.

The permanent offers include "A day at KAOS", in which 70 children of different age groups can try out plastic design, painting, music or dance in the seven workshops.

If the classes want to deal with a specific topic and use the various design and presentation possibilities of the workshops for this, "Head Games", "Light and Shade" or "Dreams and Rooms" are possible options for them.

PHOTO: DAVID AUSSERHOFER

Partnership is sought by the schools. On the one hand, project lessons cause a certain degree of helplessness among teachers – with whom? where? what subjects? – on the other hand various types of school in Leipzig have been able to develop a special profile because of this possibility.

For example, the 55th intermediate school was one of the first intermediate schools in Leipzig to offer a musical branch alongside a technical branch. Today it is the only one in the city in which pupils can study painting, design, music and dance intensively for four hours a week. "We are dependent on cooperation with KAOS", admits headmistress Antje Weise, "once a fortnight the classes spend the four hours there."

The art education worker continues: "The pupils experience it as very therapeutic to be in a different, relaxed environment from time to time." That has also been seen by Monika Möbius, managing director of KAOS: "Here the pupils experience learning that happens almost without them noticing it. Lessons are usually based on experience, in cultural educational work the process character is decisive. It is a holistic, sensory learning, that builds upon the pupil's own activities."

In promoting creative developments, a keenness to experiment, and perception Monika Möbius sees "an acquisition of powers to assess everyday situations, culture and the environment. That makes young people more capable of living and experiencing".

BEST COPY AVAILABLE

Word quickly spread about fruitful cooperation with the cultural workshop; the inquiries from schools and parents are not diminishing. However, since planning and implementation of the individual projects call for a lot of time and effort, the managing director can no longer satisfy all of the inquiries. The workshop staff are coming to the limits of what they can do. It is annoying for them when the KAOS offer is understood incorrectly. Monika Mobius: "Some people who have to prepare a project week say to themselves, 'OK, I'll go to KAOS, and then they can get to work'. Naturally, this is not our idea of cooperation."

Looking for money

Finances are causing the KAOS staff concern – because their project does not quite fit into any funding mould. "Nobody feels fully responsible for our work in the mornings", Monika Mobius notes. It is constantly on an odyssey between the Education Ministry, School Administration Office and Youth Welfare Office.

For the city's youth welfare planners, cooperation between free sponsors and schools within the context of school teaching is only of subordinate interest. Antje Weise cannot understand this position: "After all, we all benefit from it; teachers, parents, but above all the pupils." The Education Ministry is still paying – but will they soon have to look for sponsors? Monika Mobius: "If we do not have any more support things look bad for our morning work. Then we will have to point the pupils to our afternoon work."

MUNICH: CULTURE GAINING ACCEPTANCE

The forum for children and youth culture

"Where can I find a children's and youth cultural facility that deals with photography?" "What youth facilities are in the same quarter as my school?" "What schools are near me and what do they offer?" – these are examples of the questions most frequently asked by teachers or social workers who want to get involved in cooperation between youth work and schools.

It is sometimes not at all easy to get the answers – especially not in a big city like Munich with its confusing plethora of facilities. For the Bavarian capital it was therefore brought together in a handy brochure : "Kultur macht Schule" (Culture gains Acceptance). It came about in the wake of an event of the same name with an information exchange in the Munich Gasteig.

Overwhelming response

The invitations were issued by the *Koordinationsforum Kinder- und Jugendkultur* (Coordination Forum for Children's and Youth Culture). Wolfgang Zacharias from the city's cultural department: "We wrote to all the children's and youth culture projects and cultural facilities in the city and asked what part of their work they would like to offer to schools." Zacharias expected two dozen answers, but he received over 100.

They all presented themselves in the Gasteig cultural centre. Five fora were open to discussions. The title of the closing podium discussion had many associations: "We have already wanted, but we often can't...".

On this day anyone who wanted to, could. And the response – according to Zacharias – was overwhelming. Around 1,500 teachers from all school directions and over 50 classes came to the Gasteig. "We didn't know what was available!" was the most common reaction among the visitors.

The offers ranged from A for *"Arbeitsgemeinschaft Spielelandschaft"* (Working Group on Games) via I for *"Internationaler Kinder-Zauber-Zirkus Trau Dich"* (International Children's Magic Circus, Trust Yourself), K for *"Kinderkino München"* (Munich Children's Cinema) to T for *"Theater Trampelmuse"* (Trampelmuse

PHOTO: DAVID AUSSERHOFER

Theatre). Addresses were exchanged and appointments made; the bags that people had brought along were filled with information material and brochures.

In this way school theatre groups could find venues and new audiences. Furthermore, amateur film-makers, photographers or artists – teachers and pupils – registered for courses organised by voluntary sponsors in order to extend their knowledge.

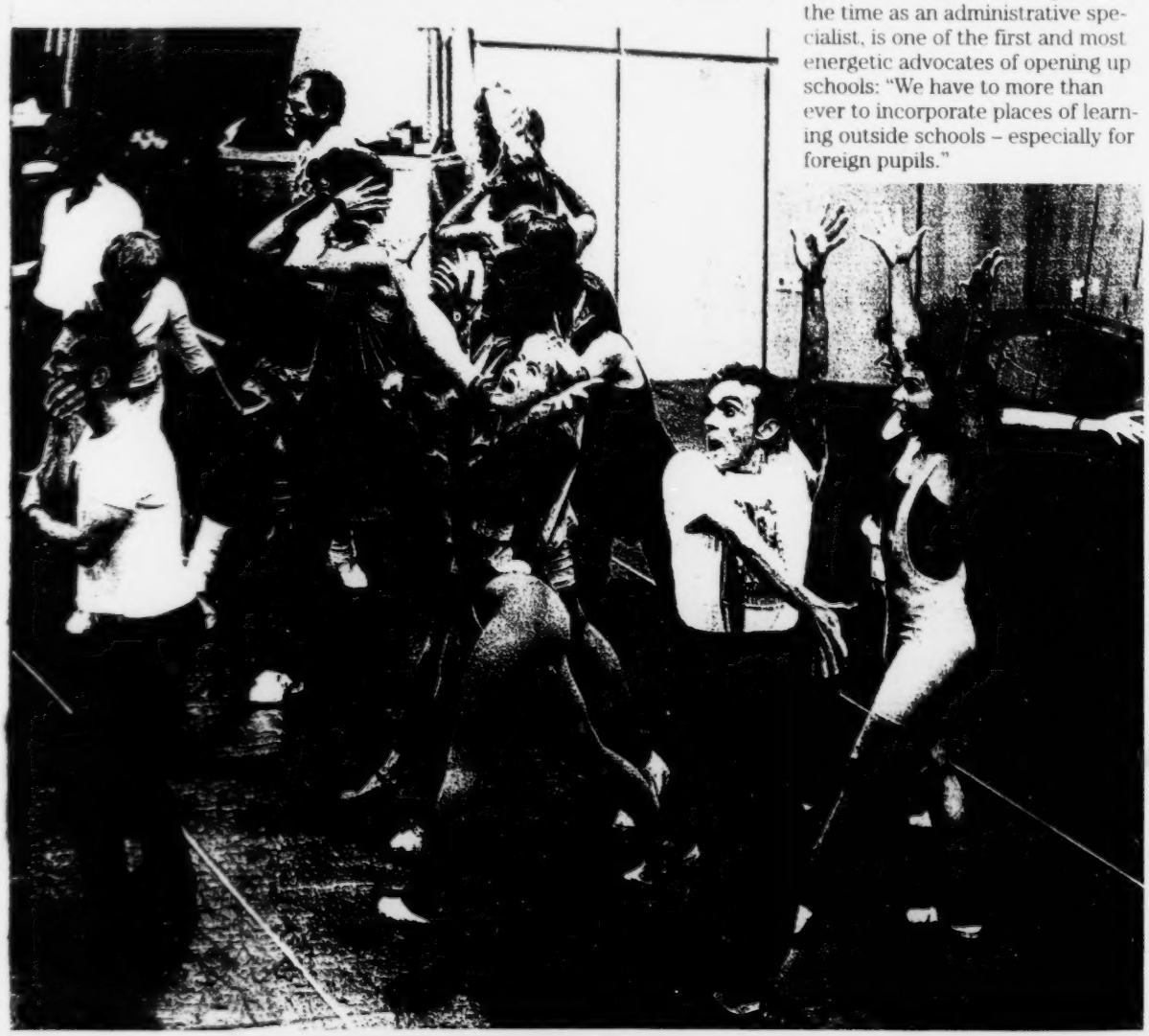
The mobile children's and young people's museum, which also presented itself, thus managed to bring an entire quarter to its feet: the school contributed the lessons, the museum staff the exhibition concept. The local knowledge came from old people who had been questioned by children and young people and then brought forth their memories. The result was a travelling exhibition about the history of a quarter.

A forum coordinates the work

Another step towards softening the fronts between the demands of school education workers and the offers of voluntary children's and youth work, says Wolfgang Zacharias. He has had experience of this in Munich for many years. Cooperation started in the 1980s: the school, culture and social affairs departments of the *Land* capital came together; the school sector contributed its systematic educational order and its widespread presence, the social sector its offers for leisure and the reference to special target groups, the cultural people their awareness of the varied nature of the city.

The *Koordinationsforum Kinder- und Jugendkultur* (Children's and Youth Culture Coordination Forum) originated from this cooperation, which is alternately under the auspices of the cultural, social and school departments of the City and meets four to five times a year. Voluntary sponsors, initiatives and facilities are invited as well as representatives of the City. The body works informally and without bureaucratic complexity; it makes recommendations for suitable educational cooperation schemes, tests offers, discusses financial concepts and, not least, considers sponsoring, since budget cuts are increasingly making inroads into the work.

Karl-Jörgen Simonsen from the Education Main Department in the City's schools department hits the nail on the head: "How do I as a school benefit from this opening if funds from the voluntary sector are cut?" Simonsen, who works part of the time as a teacher and part of the time as an administrative specialist, is one of the first and most energetic advocates of opening up schools: "We have to more than ever to incorporate places of learning outside schools – especially for foreign pupils."



BEST COPY AVAILABLE

COLOGNE: A YOUTH CLUB IN COLOGNE-NIPPES

How school and extramural learning processes complement each other

They don't want to be a public coaching school, but not just a leisure-time meeting place either. The school should not dictate the curriculum, but the young people that come to them should not lose contact; they should gain their leaving certificates.

The Cologne-Nippes youth club is a model institution that unites under a single roof pupils' assistance, advice, project work and language assistance for children and young people from immigrant families. The concept goes far beyond compensating for the shortcomings of schools – and works together with one school in the quarter.

What is so exemplary about the youth club? During homework supervision and coaching Wolfgang Zaschke, social scientist and head of the institution and his staff pursue a modular, complementary approach – not to be confused with the compensatory approach: this aims at balancing out existing shortcomings, where usually enough is considered to have been done with completion of any homework set and a language course. "On the grey market, this kind of 'pupils' assistance' has developed into a real coaching industry", says Wolfgang Zaschke. "That is no competition for a social facility like ours."

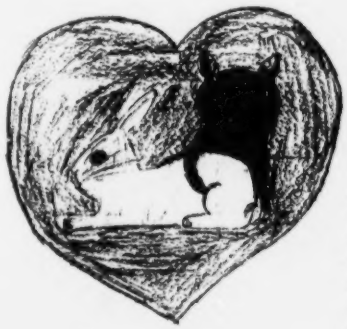


PHOTO: JUGENDLADEN KÖLN-NIPPES/VERENA

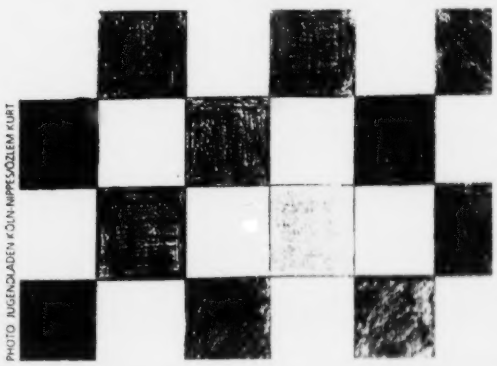


PHOTO: JUGENDLADEN KÖLN-NIPPES/ÖZLEM KURT

Instead of the shortcomings, Wolfgang Zaschke and his team concentrate on the skills and abilities of the young people. And: the young people should take part in the youth club's activities voluntarily and not as a result of pressure from school. "Many come here to spend their leisure time", says Markus Ottersbach, a member of the project staff, "they bring their friends with them, talk to pupils from other schools, gradually enjoy learning as practised here."

The youth club is following a new way of working out and discussing school experiences with children and young people. For the younger children, for example, there is a "colourful box" in which each one can place pictures, homemade dolls or other everyday objects that document a certain learning process that has become a "life process". That can be a painted matchbox, a pebble, a drawing. At some time – according to the team's experience – the child who put the object in the box tells the story that goes with it and has thus taken the first step into the group, into a new stage of life.

"Many feel more worthwhile just because", says Wolfgang Zaschke, "someone is interested in what they are doing and that not only behaviour in line with the norm is recognised."

"Here we have children who suffer traumatic situations in lessons. They are frightened of being sent to a lower school or to a different school", Wolfgang Zaschke describes the educational situation of his clientele. He talks about "positive discrimination", and means that teachers often – with the best intentions – pick foreign pupils when the question they have asked is especially easy.

The complementary approach

The social scientist and education worker describes his understanding of complementary learning with three very strange sounding terms: biographical learning, mechanical learning, public learning.

All three learning forms – according to Zaschke – are outside the consciously inspired learning that is usual in schools. "We understand biographical learning to be banks of knowledge that build up analogously to life stories. For example, a pupil in the 7th class has a clear idea of what acceleration means – from riding a bike or because he has been in a car with his father. However, the same pupil will not come into contact with the subject of velocity until physics lessons in the 10th class."

"Mechanical learning" is understood to be unconscious subliminal knowledge: what do I have to be able to do in my group if I want to impress others? How do cinema, consumption, disco work? "Such process are often passed on by television – the daily soaps – automatically, 'mechanically'", says Markus Ottersbach.

Finally, "public learning" means finding and implementing project offers that activate "political learning" with respect to action, almost through the back door. Wolfgang Zaschke explains: "Young people in the group learn to paint, to do handicrafts with material or to read and write – in an environment in which one really needs these skills and can implement them directly. For example, for the youth club newspaper, for discovering the quarter, for finding out about operations and careers."

One focus of the youth club is the "Nippes Museum", an exhibition venue for the history of the quarter. Here documents brought or found by the young people are presented. Their own biographies, the history of their own countries of origin are also a subject. Thus, pictures and texts from Eritrea and from Turkey can be seen.

Wolfgang Zaschke is convinced that the decision as to the future life and career of a young person is made in the unofficial learning outside school. "In schools the main issue is frequently not the actual subject matter. The most important thing is that the pupil gains his leaving certificate."

And what do the schools have to say to this?

Reinhard Hocker, general secondary school teacher in Cologne-Nippes and active in further training for teachers, has been cooperating with the youth club for several years now. He notes thoughtfully: "The limits of the institution school are becoming ever clearer to us. Our expectations of the reforms of the 1960s and 1970s have not been fulfilled." The consequence: today there are not only truant children, according to Hocker but also "teachers trying to escape from school".

Nevertheless, Reinhard Hocker continues to find the orientation to learning objectives correct. "But the approach has one fault: the teacher loses sight of the world in which the pupils live; what they do in the afternoons, what value hierarchies and social skills they have."

Youth welfare – according to Hocker – is "closer to this". His colleagues would feel – rightly or wrongly – overtaxed if they had to consider all of that as well. "Teachers see themselves as specialists in passing on content", he emphasises. "They cannot replace social workers, and the same can be said in reverse." – Wolfgang Zaschke agrees there: "If we blur the boundaries it is not good for either party."

But what can youth welfare services and schools do together? Hocker believes: "We will have to instil different points of view in the teachers, overcome the separation between youth welfare services and schools."

Teachers who have learned what social workers do and what points of view they have support what the youth club is doing. "This work can take away a lot of the fear of general secondary school teachers in particular. Fear of violence, fear of religious fanaticism."

And the children and young people? When his pupils have been to the Nippes youth club he often notices that they have gained a different view of their school. "For many – particularly foreign – young people the institution school with its special behavioural norms is not transparent. School has rules of play: when learning is important, when you have to make an effort, how you have to prepare for tests... " Hocker is convinced that a pupil who has not learnt a certain degree of casualness about these rules will fail.

Wolfgang Zaschke and Reinhard Hocker have dared to look beyond the boundaries of their own institutions. For the teacher this meant approaching worlds that he had thought too little about the past;

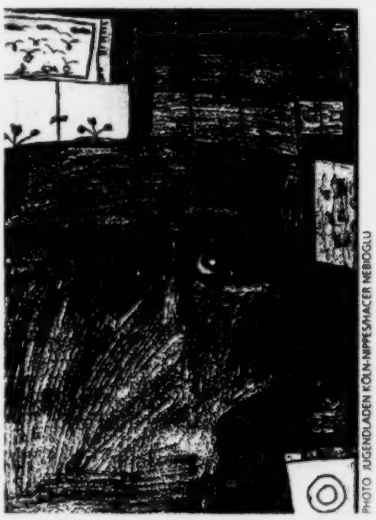


PHOTO JUGENDLADEN KÖLN-NIPPES/MACER NEBIOGLU

for the social education worker a step towards holistic work, towards work that contains not just one aspect but as many aspects as possible that consider the world in which young people live.

What do the two wish for themselves? Wolfgang Zaschke would like a "reinforcement of youth welfare as an institution". And Reinhard Hocker? "I would like to train teachers who think about the boundaries of their institution more and are open to new approaches."

TÜBINGEN: HOW TO BECOME A MAN

Who will pass the "lover's test"?

The "lover's test" is well received. Am I a "passionate lover", maybe even a real "sexpert" or maybe rather the "connoisseur"?

PHOTO: DAVID AUSSERHOFER

The questions about love and how one perceives oneself cause lively unrest among the 15-year-olds in a Tübingen general secondary school. Some of them will probably only give the right answer silently to themselves. Others will assess themselves completely differently just a few days later following new experiences. In any case, this test is a lively way of entering into conversation. While some are considering how they should rank themselves in the "lover's test", the others have long been discussing with their leader, graduate education worker Reinhard Winter, male roles and everything that drives one to sexuality and love. Reinhard Winter comes from the *Institut für regionale Innovation und Sozialforschung* (Institute for Regional Innovation and Social Research – IRIS), project group "boys", a youth welfare project based in Tübingen.

For a little more than a year IRIS has been offering further training and project days for boys in the Swabian region between Stuttgart, Hechingen and Tübingen, mostly in cooperation with local sponsors or in cooperation with a school. "Youth welfare needs work with boys" is the cause taken up by IRIS. In the start-up phase, however, the project met up with some forceful opposition. Because IRIS's work is sponsored by a model programme entitled "Girls in Youth Welfare". How does a project for boys come to be financed by a programme for girls?

Reinhard Winter knows why: "Gender-specific offers are irreplaceable, not only for girls, but also for boys – that is an important social educational finding from the projects for boys that have become much more common in recent years." What is special about IRIS is that the Institute brings together both fields of experience, work with girls and boys.

"Work with girls stabilises work with boys and vice versa"

"Imagine youth welfare as a large house", says Reinhard Winter. Work with boys and girls now have their own permanent rooms – and that is right. "We are now working on these rooms remaining separate but having an interconnecting door."

In this way, projects can be merged as needed with little effort, and above all the people who work on them are close enough to exchange opinions. This means that the projects can "critically accompany each other, especially with respect to their blind spots", says Winter, and he is certain that this mutual relationship in particular is helping to secure gender-specific approaches in the long term; along the lines of: "work with girls stabilises work with boys and vice versa."

What does that actually mean? Winter goes on: Mainly in the evenings a square in a Swabian town in a social focal point. Gangs of youths perpetrate their nonsense when it is going dark. The boys and girls who live here react completely differently; the ones with (feigned) strength, physical action and harsh words, the others with fear, uncertainty and caution.

These experiences are gathered and discussed in a small group – at school the next morning. The social education workers support the wish to talk about these experiences among themselves and between the sexes, to compare behaviour with others. There is "interaction" as Winter summarises.

Interaction is the keyword at IRIS – also among the carers. At the general secondary school in Tübingen a self-defence course for girls organised by a Tübingen girls' initiative is practising at the same time as the meeting of the boys' group. Those working with the groups then exchange experiences.

There they note: far from every girl is a helpless victim and not every boy is a macho at heart.

IRIS offers many fora of this kind to exchange experience and for further training in interactive youth work. Nevertheless, Reinhard Winter was very positively surprised that at a themed evening with over 80 participants, over half were women; the need for exchange seemed to be great.

Federal funding for IRIS runs until the year 2001, it is then to continue. Even now local offers are being pushed and various initiatives and approaches networked from a project office in Tübingen. Concepts for facilities with work for boys have been drawn up; sometimes also for those that have been successfully practising work for boys for many years more unconsciously than consciously.

A disadvantage to a girl is not necessarily an advantage to a boy

Work with boys has long been a part of the Child and Youth Services Act. "But it will have to become much more well-known and natural", says Reinhard Winter. After all, work with boys is not a "trailing counterpart" to projects for girls, it is much more: it is an equal equivalent and the consequence of the insight "that structural disadvantages for girls do not automatically entail individual advantages for boys."

In particular it is the "dismantling of traditional male roles", according to Reinhard Winter, that leads to a "serious gap in the self-awareness " in many boys. The graduate education worker gives an example of this and tells about a boy who said, in the discussion after the infamous "lover's test": "I find all this macho business stupid. That is why I can't really say what I find masculine." Winter knows that this boy is not an isolated case.

NEU-ANSPACH: COMPUTER COMPANY SUPPORTS EDUCATION

Michael Zuche shrugs his shoulders. "How we benefit from it? I don't know exactly, but investing money in this way makes much more sense than the twelfth bottle of wine for the overflowing cupboard of a business associate."

His company, "Chambit GmbH" Frankfurt, has just donated five computers including software and internet connections to the Alte Schule Anspach, a training institute of the *Bund Deutscher Pfadfinder* (Federation of German Scouts – BDP). A local company will install the equipment free of charge.

Chambit staff and employees of the Frankfurt *Institut für Neue Medien* (Institute for New Media) will train the young people and their supervisors on the equipment free of charge. The starting date for the joint project is January 1998; the partnership will run for five years.

"We are pleased that the long-term partnership has worked out", says Diethelm Damm, Chairman of the Training Institute Association. "Five computers with software and training – our budget just couldn't cover that."

Motivation and vocational training

Since the mid-1980s the scouts' training institute has been running various projects designed to help young people start their working lives. The spectrum ranges from courses preparing the young people for work via general secondary school leaving certificates to supra-company training in cooperation with schools, companies, work administrations and the Youth Welfare Office. Roland Gilbert, social education worker, is responsible for the computer room: "We are supervising around 250 young people in various projects, including young people who have committed a criminal offence and young people with a tendency to violence."

He needs the computers for motivation and vocational training courses. In the past only one computer workstation was available for the 35 young people aged from 16 to 19. The course supports young school leavers who have not found an apprenticeship or have left an apprenticeship in choosing jobs and in looking for a suitable training place. Over a period of twelve months they were taught in general subjects and special instruction in small groups. Above and beyond this, they attend the standard vocational school on one day a week, have support from social education workers and also complete a company placement if possible.

Two worlds

The entrepreneur Michael Zuche did not understand the social education worker Roland Gilbert at first when he spoke of a "measure" that he had to take care of getting approved. "I needed some time to become accustomed to the strange linguistic habits", he says. However, he was totally confused when four weeks after the final talks with Roland Gilbert and Diethelm Damm everything was "in the bag", and then all at once a fundamental discussion about the sense and meaning of computer lessons broke out among the Neu-Anspach social education worker groups.

The entrepreneur stuck at it, Roland Gilbert and "his" young people, too - and Michael topped this: "I knew that the young people

had to process texts – CVs, application letters. That is right, too. But I wanted to make the computers exciting and attractive in the long term. Now they will all also have an internet connection for surfing the net."

Michael Zuche talks about the reasons for this commitment: "For a long time now we have not been buying the usual presents for customers at Christmas and every year we give a cheque for DM 10,000 to a charitable organisation." When he came into contact with a "children's office" in the vicinity of his company cooperation started to develop. In the mid-1990s he then got to know Diethelm Damm who told him about the concept "Companies: Partners for Young People", and a little later the right partner had been found with the training institute in Neu-Anspach. The social education workers maintained contact with the vocational school. The colleagues were happy to agree to the cooperation since it helped to relieve them.

PHOTO MANFRED VOLLMER

Learning, designing, surfing

Roland Gilbert, the head of training in the Alte Schule, has precise ideas of how the computers can be used: "We will need them for word processing, but also to use learning software."

Courses include German for foreigners, mathematics, biology, working and social apprenticeships. In a trial run with a computer course on forest ecology he noted that the young people were enthusiastically following the lesson. Roland Gilbert is already thinking further, about layout programs for designing a course newspaper or developing a homepage to present the institute in the internet.

His most ambitious project: he would like the young people to draw up on a computer what a community designed for young people should look like, "as a sort of virtual Neu-Anspach", with a mayor, administration, schools, crafts trades, disco, pizzeria...

Speaking practically, even today apprenticeships and jobs can be found over the net and experiences can be exchanged with other schools wonderfully in the "schools on the network" program. With the younger students Roland Gilbert would like to found a computer club for children. "After all, we are scouts, so we have to learn to scout in the World Wide Web."

SCHAFFLUND: LEARNING DEMOCRACY

Quality of life in schools – a question of daily codetermination

Brick for brick it is progressing. In the far north of the Republic, not far from Flensburg, just by the Danish border, "democracy is being built": involvement, codetermination, responsibility are the objectives that are being dug deeper into the foundation of the schoolyard of the Schafflund school centre with every cut of the spade.

But the children and young people between six and 18 years of age are not building their own parliament hall; this is their schoolyard, in other words the place where they spend time almost every day over many years. Here they are planning and designing it independently and deciding about their environment, their habitat. Thus, for example Schafflund is tangibly implementing for the *Land* Schleswig-Holstein what has been called for there since April 1996 in the Local Government Ordinance and nationally since 1990 in the Child and Youth Services Act: the involvement of young people "in all decisions of statutory youth services concerning them". In this connection the redesign of the schoolyard is only the start. In Schafflund this is a child-friendly village development in all areas in line with the *Land* motto "Land for children".

The aim is to involve children and young people in all local authority planning and design tasks that affect them", explains Dieter Stielow, teacher at the primary and general secondary schools and, in cooperation with the *Land* Ministry for Youth one of the "clients" of the model project.

BEST COPY AVAILABLE

He has been encouraged by examples from his Danish neighbours. There, children were involved in the planning of cycle paths, and the accident rate promptly fell by 80 per cent. In Denmark schools have long enjoyed a fixed place in community life. After all, it is not just a matter of road safety. For Dieter Stielow and his colleague Claus Spitzmann the advantages of the "democratisation campaign" can be seen every day because violence and vandalism no longer play a role in the Schafflund school centre where primary school, general secondary school and intermediate school are housed under a single roof.

"We have broken through the vicious cycle 'frustration with school triggers aggression'", explains Dieter Stielow. "You just don't break what you have built yourself", adds Claus Spitzmann who also organises the youth club in the Schafflund school centre and has many years of experience in the advantages of close spatial and thematic cooperation between youth welfare and schools.

PHOTO: DAVID AUSSERHOFER

Identifying with their habitats

The pupils can identify with the school habitat in Schafflund. "I laid this path" explains Jan (14) and, not without pride, points to a stone path that leads to the new, large recreational corner of the schoolyard. Sylvia (15) adds that she had imagined the artificial fountain differently. But the majority of pupils decided on it. Democratic decisions need compromise. She has accepted this – after all, all of the pupils were involved in the comprehensive planning process.

Procedures of this kind need time. Nevertheless, the two teachers emphasise that it is important to show first successes as soon as possible. "What do the young people get from the reconstruction of their schoolyard if they are not going to be there for its opening?", asks Dieter Stielow. So in Schafflund they "got a move on" – with success: in just under one year ideas had been gathered and the planning and approval process and large parts of the entire renovation had been completed. A lesson for the public administration, upon whose support, however, the project could always count.

Stielow also feels that it is enlightening to see how cheaply such a project can be realised: tips about healthy local small businesses at the entrance to the school grounds bear witness to the commitment of a number of sponsors.

Repeated price comparisons among the building firms involved as well as the active help of pupils and teachers were the precondition for it being possible to keep to the "schoolyard renovation" budget item. "Participation is cheap", Dieter Stielow sums it up – however, he does not hide the fact that there were reservations at the beginning of the project: from the accusation of child labour to the worry of local firms that they would lose some scope for earning.

Over time the reservations died down. At the latest, a public assembly on the subject "Child-Friendly Community" made it clear: Schafflund can only benefit from these measures.

Dieter Tiemann from the Kiel *Land* Youth Ministry is responsible for the community campaign "Schleswig-Holstein – Land for Children". For the qualified social education worker the level of child-friendliness in towns and communities is a clear indicator for the general quality of life. Because child-friendly habitats make life more pleasant for everyone. A traffic infrastructure oriented to the interests of children and senior citizens, for example, differs only in minor points.

Reinforcing the children's feeling of self-worth and democracy

But Dieter Tiemann primarily has an eye of the situation of the children. "Children who (re)gain an influence on shaping their social environment will also be reinforced in their feeling of self-worth as a result" he says. A pro-active children's policy means "involving [children] in decisions affecting their everyday lives as soon as possible".

BEST COPY AVAILABLE

This is about "learning democracy", not as a political system but as an "everyday form of life". "Because anyone who does not learn to represent their own interests, to overcome decision-making processes, to make compromises, to register needs and then to implement them appropriately, is difficult to motivate to get involved in community life at a later stage."

In Schafflund the children and young people have learnt that democracy should not be understood as a "speech for special occasions", but as an issue of everyday codetermination. Jan can "definitely recommend" the project and wants to continue his involvement. The next item on the agenda is not just the school but the entire village: the primary school pupils have made a scale model of the village – because they cannot yet read planning maps – so that they can discuss networking the play areas in Schafflund.

BAYREUTH: REMEDIAL TEACHERS AT A PRIMARY SCHOOL

MOBILE – Help for "problem children" at primary schools

Anyone who thinks of a MOBILE knows that all elements move at the same time – none of them can move alone. The model project *"Mobiler heilpädagogischer Dienst"* (Mobile Remedial Service) that has been funded by the *Stiftung Deutsche Jugendmarke e.V.* (German Youth Welfare Foundation) since 1 June 1997 thought of this symbol when it was looking for an appropriate name.

MOBILE is an element of the Jean-Paul-Stift youth welfare association in Bayreuth; it also includes pupils, parents, teachers as well as the school and social services of the City of Bayreuth. However, there is also another reason for this name being given: the project itself is "mobile", it supports children and young people in their familiar environment.

Open offer

MOBILE sees its area of action in all the activities of school; specialists talk about an non-stigmatised approach. This means that particular attention is paid to the children who show signs of "disturbance" and "shortcomings" and need special encouragement and help. In particular, help is given to those children whose behaviour is characterised by a great need for attention, weaknesses in concentration, aggressiveness, a withdrawal from social contacts or learning problems. In order to prevent these children from being stigmatised the offers made by MOBILE are to a certain extent designed as "open" offers and are thus accessible to interested children.

The Jean-Paul School is the school responsible for classes 1 to 6 for the catchment area of the youth welfare centre. Its catchment area is divided into different sectors. There are streets where families live in detached, semi-detached and terraced houses, all with garden and green areas; next to these there is an area that could develop into a social focal point in the long term. Here tower blocks and blocks of flats with a relatively high proportion of foreign and immigrant families predominate.

In total there are 334 pupils at the Jean-Paul School. The proportion of foreigners is around ten per cent, the proportion of children from immigrant families is higher, but cannot be determined precisely because this is not officially registered in the pupils' records. A figure of over 15 per cent is assumed.

The precondition for participation in the model project was its voluntary nature. The headmistress of the Jean-Paul School, Heidrun Weber, had previously expressed an interest in cooperation with the model project, which made the start much easier. MOBILE was presented to the staff within the context of a teachers' conference. The staff expressed great interest and high expectations (for example, with respect to parental work or help for problem children), as well as considerable fears (competence problems or extra work). The stances ranged from rejection, via disinterest right up to high levels of acceptance and a willingness to cooperate.

By contrast, cooperation with the parents' association of the Jean-Paul School was characterised by great openness and interest from the very outset.

Project phase 1: Orientation

The model project started two months before the start of the summer holidays. this time benefited the project as an orientation and contact phase as well as an introduction to group and individual work. Presenting its own work, getting to know the teaching staff, the pupils, the school's structures and the problem areas was important in order to get a firm footing in the school. This was achieved by:

- Participation in lessons (observing individual pupils or the whole class situation),
- Discussions with teachers about children who need encouragement,
- Individual care / work in small groups,
- Lunch-time care: becoming acquainted and first work with children needing encouragement,
- Taking over the existing group "Language Games" to promote the German language,
- Offer of an afternoon group "Exercise and Dance",
- Helping to shape events alongside lessons (hiking days, Federal youth games, summer festival: school church service, musical evening),
- Participation in the schoolyard design project,
- Participation in bicycle training for the 4th classes.

In order to become known to the parents, the concerns and objectives of MOBILE were presented in a letter to parents. The teachers organised the first parental contacts and consultations. The school report advice offered for parents and children was not yet used at this point.

Another focus in the first project phase was public relations and the first steps towards cooperating with other school and social services. MOBILE was introduced in the regional and national daily newspapers. Staff from the General Social Services, the Youth Welfare Office and the Social Educational Family Assistance of the Kinderschutzbund (Child Protection Federation) were visited or invited in order to make the first personal contacts and to inform them of the project.

Project phase 2: Structuring

The second project phase comprises the period up to the Christmas holidays. After MOBILE had been integrated as an element of the Jean-Paul School in the first two months the main concern now was to structure the offer, to fix it and to expand it appropriately. The areas of work were broken down as follows:

Counselling and care work

The counselling offer refers to pupils, teachers and parents. In order to realise the concept of permanent presence, presence in breaks, school fetes and parents' evenings are important in order to give pupils and parents the option of getting to know the youth welfare partners personally and to make contact if necessary. Fixed counselling and office times supplement this offer.

Pupils, parents, teachers and other persons and institutions concerned are usually involved in the individual case work and small group work. Depending on needs, the group cooperates with the Youth Welfare Office, the General Social Services, Social Educational Family Assistance, the Educational Counselling Centre, ergotherapists, nurseries and coaching institutions. Motivating everyone involved in the educational process to participate is one of the most important tasks. In individual cases a decision is taken as to whether educational counselling, family therapy and/or individual care can take place in the framework of MOBILE or whether the case should be passed on to be dealt with elsewhere.

Social training

Since increased behavioural problems impair the learning possibilities and thus the development opportunities of the children the school should be able to encourage social behaviour at an early stage and in a targeted manner (cf. Franz Petermann/Gert Jugert/Uwe Tänzer: *"Sozialtraining in der Schule"*, Weinheim 1999. MOBILE's social training is based on this fundamental concept).

The social training conducted since the start of the 1997/1998 academic year aims at building up and practising social skills, abilities and powers, such as social behaviour and problem-solving behaviour within the context of each school class.

Social training is prepared for each class according to the age group of the pupils and can be supplemented and expanded in a modular fashion if necessary. The approach of this training is to prevent behavioural problems such as social fear and insecurity and apathy, but also attention and concentration problems or an extreme need for reassurance, or to deal with them constructively as a class. Particular attention is paid to dealing with aggression and hyperactivity in class.

Further contents of the training programme include the promotion of social perception, the recognition and expression of emotions, increasing the willingness to cooperate and training a capacity for understanding. All of these experience and learning elements should contribute to an appropriate level of self-assertion for each pupil and thus to sensible interaction within the class.

Above and beyond this, behavioural rules such as self-control, role-playing as well as the training

BEST COPY AVAILABLE

unit of introductory and final exercises are used. These assume a feedback function within the class community and allow the transfer to everyday situations in the school and family environment. The training takes place twice a week for 45 minutes each and can be broken down into 10 to 14 training units. For this time the class teacher becomes a participating observer.

Free movement, improvisation and design

Using rhythmic and movement games, group design and painting, musical or miming representation of moods or stories and other exercises, the children learn new ways to express themselves and ways to make contact. In order to promote social powers one of the focuses of the exercises is on practising self-perception and perception of others during the training. Furthermore, perception training is another important objective in other areas – body perception, visual, audio, tactile perception.

Language games

For pupils whose mother tongue is not German a group to promote language is offered. An insufficient ability to express oneself and make oneself understood frequently leads to a fear of speaking freely in front of the class, to problems with recognising one's own worth and to withdrawal. To counteract this, one teacher initiated a group for these pupils in which written and, especially, oral language use is practised in play. Three (external) pupils also take part in this group; in the orientation phase MOBILE took over leadership of this group, since this enabled access to and work with children with the above-mentioned problem.

Creative dance

Promoting the ability to express oneself, increasing self-awareness, making it possible to experience sensory pleasures and all of this within the context of entirely harmonious, natural rhythmic movements – these are just a few of the objectives of this dance and exercise training course for children.

Targeted muscle relaxing, breathing training and dealing with blockages in the body's own movement processes in a light-hearted manner round off this training programme and leave the child just as much space to present itself as to act in a way oriented to the group with respect to the prescribed movement processes.

Relaxation training

Especially in our hectic age children need an opportunity and space to stop and take stock. This is where relaxation training for children comes into play, which contains not only meditative elements, but also pictorial ideas and motor exercises. The aim is to develop the ability to perceive one's own feelings as well as those of other people better and to arouse equilibrium and sensitive dealings with others. The ability to rest, to gather one's thoughts and to concentrate should be learnt here.

A case study: How a puppet made contact

A is 9 years old and attends the 3rd class of the Jean-Paul School. The first contact to this class was established in the first phase of the project by means of lesson observations and the participation of the then 2nd class in the hiking day. The contact to MOBILE was intensified by means of social training and continuous cooperation with the class teacher. A was always quiet and reserved, only took part in lessons after being asked directly and then could only express herself quietly and uncertainly. She had little contact with her fellow pupils. She was shy and timid with adults. The school performance assessments showed major shortcomings in all of the main subjects. A's parents had not been contacted at this point. A review was conducted by the care teacher responsible. Both the results obtained in this way and the observations of lessons and social training showed that current deficits in the cognitive area clearly have their origins in social shortcomings. MOBILE made contact both with A's family and with the nursery she attends after school. Here, too, the excessive demands of school and A's social insecurity and fear of binds could be seen clearly, which could only by partially cushioned by the constant efforts of the nursery nurses.

It was initially difficult to make contact with A's family as her father was difficult to get hold of. A home visit was arranged and the family situation became clear. The father was a single parent, the children's mother had died three years earlier. There was no support from family members or simple social contact. A had a younger brother who was just starting school. The father appeared to be overburdened with bringing up the children and organising their days and he was disappointed about the lack of support from the Youth Welfare Office and social services.

Support for the family from MOBILE initially consisted of making contact with the Youth Welfare Service and the General Social Services. Applications were made for housing benefit and a change of flat. Furthermore, the use of further help measures were discussed with the Youth Welfare Office, in this case Social Educational Family Assistance. In the context of the care, ways of dealing with leisure time were drawn up with A and her father, in order to give help with finding structures within the family. In order to secure the support offers that have been introduced, home visits were agreed at regular intervals. Support for the pupil in the context of lessons was shaped in close cooperation with her class teacher, the nursery nurse, who is currently in charge of supervising A's homework, as well as with her father, who is to further encourage A in the evenings. During lessons A will provisionally be cared for by MOBILE three times a week in an individual lesson (45 min), then regularly twice and, finally, once a week.

In these individual lessons, that were designed by MOBILE and are held in a small practice room during art and English lessons, the initial main aim was to consolidate the existing relationship structures and to build up a stable relationship based on trust. Since it was difficult for A to talk about herself or even to react greatly when addressed at the beginning of the individual care, a "third person" in the form of a puppet was created together with A who helped to pass on personal messages from A.

25 BEST COPY AVAILABLE

Exercise and peace

The "Exercise and Peace" group combines elements of relaxation training with creative movement processes. Exercise is fun, helps to eliminate stress and aggression, balances out the everyday life of school and opens up space for relaxation and peace.

This group offer was preceded by a parents' evening at which the parents were informed about the methods and techniques used and during which they could try them out for themselves. In this way they gained an insight into the work with their children; not least in order to allow them to use them in their everyday situations for joint exercising.

PHOTO: DAVID AUSSERHOFER

Learning training for parents

Within the framework of participation in school events, in this case a general parents' evening on the subject of "homework", MOBILE had the opportunity to shape some of the evening event itself. The parents' evening was very well attended, and the subject of "Learning to learn – the right learning techniques for my child" in particular was very well received.

MOBILE acted upon this interest and offered learning training for parents so that they could usefully help their children. This learning training set itself the objective of giving parents assistance in recognising at an early stage any learning or performance difficulties their children may be having and of overcoming them in a sensible way. Simple, but effective, techniques were developed with the parents that allow them to identify performance shortcomings in time and to encourage the child in a targeted way.

Furthermore, it appeared to make sense to start with perception training, in order to increase A's interest in the outside world, so that systematic communication could become possible. In this process, it emerged that in the long term improvements at school will be possible for A by means of targeted learning training and in constant interaction with the nursery and her father. In spite of everything, it was recommended to the father that A repeat a year voluntarily, so that she still has time to make up for educational shortcomings and, which is much more important, to gain more self-confidence in her own abilities.

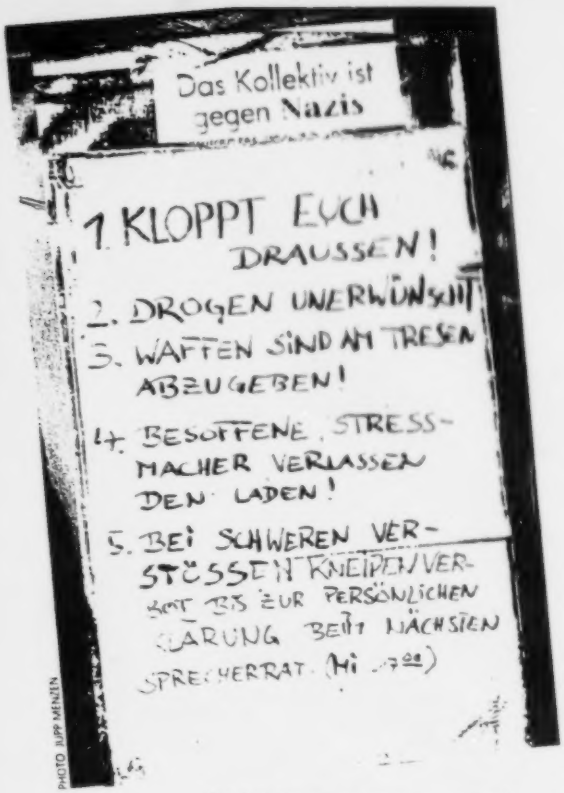
The initially very intensive care from MOBILE soon showed the first signs of development. A gradually gave up her reticence and increasingly takes part in group activities on her own initiative, for example in lesson situations, in contacts during break and in the nursery. She is no longer so reserved to adults, in fact she starts to talk about herself. She is increasingly showing pleasure in being with other people, her confidence in her own abilities is growing. The family situation is becoming increasingly relaxed. Her father, too, is gaining confidence and accepts the support offered to him. The family continues to be cared for and supported, at greater intervals, so that the family organisation and relationship structure can be stabilised.

Project phase 3: "Consolidation"

In the course of the project the following new area of activity proved itself to be necessary to MOBILE. So that targeted measures for school-beginners could get going from the very start MOBILE was involved in the individual stages of registering for school. At the examination by the school doctor and the first parents' evening there was an opportunity to get to know the children and parents. At the school games and the school readiness test MOBILE staff were involved for systematic behaviour observations and to counsel parents.

Here cooperation with the teachers at the feeder kindergartens for the Jean-Paul School plays a very important role. In order to establish the first contact and to initiate this cooperation

BEST COPY AVAILABLE


Das Kollektiv ist gegen Nazis
1. KLOPPT EUCH DRAUSSEN!
2. DROGEN UNERWÜNSCHT
3. WAFFEN SIND AM TRESEN ABZUGEBEN!
4. BESOFFENE, STRESS-MACHER VERLASSEN DEN LADEN!
5. BEI SCHWEREN VER-
PHOTO JUPP MENTEN

MOBILE's work was presented within the context of a "kindergarten teachers' circle" at the Jean-Paul School.

In the third phase of the model project the main aim was continuing existing offers and the systematic expansion of the activities started in the first and second phases. Participation and help in school events, such as the regular parents' evenings, is just as much a part of this as involvement in parties and fetes. Thus, MOBILE was represented by its own group at the school's Christmas party and the musical evening. At this point, participation in a meeting of the parents' association should also be mentioned; here, too, there was also an opportunity to introduce MOBILE and to publicise its work.

Network

A major focus of the work of the project is to establish contact with other cooperation partners:

- Youth Welfare Office
- Allgemeiner Sozialdienst (General Social Services – ASD)
- Educational counselling
- Nurseries
- School psychological service (including counselling teacher)
- Sozialpadagogische Familienhilfe (Social Educational Family Assistance – SPFH)
- Child Protection Federation
- Schools' Office
- Specialist clinic and specialist doctors for child and youth psychiatry
- Schools for the educationally and linguistically handicapped
- Institutions preparing children for school
- Local authority youth centre

The aim is to allow optimum care and provision for the individual child and the entire family above and beyond specialist exchange.

Public relations

Information about the model project has been given within the context of various activities:

Press conferences, publications in the regional and national printed media, radio interviews, presentations of the project at the City Youth Welfare Office and in various working groups, seminar days for trainee teachers as well as official discussion with the Upper Franconia state school counselling office. Furthermore, the head of the Youth Welfare Centre also introduced MOBILE in various national bodies. The model trial was documented by means of various methods and evaluated within the framework of scientific support.

The teaching staff at the model school was anonymously questioned on their expectations and assessment of needs with regard to the model approach by means of a detailed written questionnaire, since success was largely dependent on their acceptance.

Summary

After the first project year MOBILE is firmly established at the Jean-Paul School and is accepted as a cooperation partner. However, this should not hide the fact that a constant exchange and information about MOBILE's work that is carried out in the school is necessary so that the individual educational approach and the associated methods are always brought to the fore and can be understood by all teaching staff.

After all, MOBILE's work takes place within and outside school and is thus "visible" for all.

Networking with important cooperation partners takes different forms. MOBILE is partly understood by the institutions involved in the help process as a supporting partner and sometimes the model with its ambitious aim is experienced as something that is still alien in the provision landscape. Here the intensive personal exchange is decisive for building up a relationship of trust between the individual social services or institutions and MOBILE. In school instructional work and a regular exchange with the teaching staff are of particular importance and can be intensified further. Parental work and the network contacts can, however, only be built up in the medium to long term within the meaning of preventive effectiveness. Workable contacts are the key here to efficient working with short, informal routes. All of this needs time and patience above all. The short model phase of the project should be viewed as an obstacle to far-reaching changes in the habitat school – two years of a model trial are by no means sufficient.

(based on a report by: Iris Kettel and Cornelia Opp)

BEST COPY AVAILABLE

IS THERE STILL SUCH A THING AS "YOUTH"?

Social education workers are also having ever more problems with "youth" – it can no longer be fixed to individual places, scenes or styles. Every clique is different, each has its own habits. And each one has its own meeting places – and they are no longer school and the youth club. The youth club of the 1970s was a place of refuge where separation and distance could be demonstrated. Here the music could be loud and the lights could be dimmed, there was nothing for adults here, one had long hair and wore flared trousers and Rolling Stones T-shirts.

For a while the rockers dominated the scene; they had aggressive behaviour, were gruff and always had a beer bottle in their hands. Then there was the large group of foreign young people who were much more dependent on youth facilities because of their situation between two cultures and even today continue to dominate many facilities. For them the youth club assumed and assumes the function or a refuge and a place of relaxation.

And today? The world in which children and young people live has fundamentally changed: there are discos for all tastes, in all volumes and for every age group. Leisure has nothing more to do with the football field or street soccer; inline skaters need the right outfit, mountain bikers need expensive equipment. And there are meeting places everywhere, wherever one can be alone – no adult would consider disturbing them.

In the search for expansion of their own scope for action, for unsupervised corners and niches in the quarter, the youth club is also included. What happened in gardens, empty premises and in the lively public street – letting go from the family, acquiring spaces, life in scenes and cliques, trying out new forms of behaviour and dealing with people of the same age and adults that are so important for children and young people – still happens in the youth club today.

But because of the trend towards ever greater individualisation, young people today can less and less be placed in homogenous groups corresponding to social classes. In practice it is ever more difficult to say which form of youth work is practical and right for which of the constantly changing groups, scenes and cliques.

Ulrich Deinet, social education worker and youth researcher: "An ever growing proportion of young people is no longer prepared to get involved in educationally preformed situations, it moves relatively freely in the constantly expanding consumer market and is difficult to reach for youth work. It is faced with groups, such as many foreign young people, who are dependent on the offers of the youth clubs because of their social situation."

Children and young people often use youth clubs just as "prowling rooms" (Deinet). They are less interested in educational offers and the staff and more in the "features", the opportunities for fun and action offered by a club.

Anyone who still wants to reach his "customers" on this market, will have to make very different and varied offers: today the spectrum ranges from youth cafés run on a semi-commercial basis without any educational influence right up to intensive social eduational work and support for individual young people with problems and conflicts.

The structural changes of young people and the social educational discussions that this triggers have made it clear that there are no longer any general concepts for youth work. Ulrich Deinet advises all practitioners to make the offers as distinctive as children and young people. He calls it progress if we no longer talk about childhood or youth, but recognise individual target groups and make appropriate offers.

The technical term is "conceptual differentiation". School can also be considered as a space for youth work if it can be appropriated, changed and used by children and young people. ➜

BEST COPY AVAILABLE

Experts believe it is unrealistic to want to develop a general concept for open child and youth work. In practice general youth work for the young people of an entire quarter or a town has survived historically. Differentiations on the basis of the changed worlds – that means the consistent development of individual areas of work and approaches that can be defined from the point of view of children and young people. These include offers for the whole day, work with girls, the link between open work and youth careers advice, mobile and clique-oriented youth work.

PHOTO: DAVID AUSSERHOFER

In a quarter there can be mobile work with cliques in the quarter, "permanent" youth clubs as a means of withdrawal and a starting point for appropriating a world of one's own just as there can be a youth café in the school centre or the pool room next to the gym. School and youth work will have to get used to this. Young people today do not have an easy route to the adult world. This does not just mean career prospects. There have never been so many opportunities to choose from different lifestyles; it has also never been so difficult to find a sensible orientation in this variety.

Literature

Böhnisch, Lothar: *Gespaltene Normalität, Lebensbewältigung und Sozialpädagogik an den Grenzen der Wohlfahrtsgesellschaft*. Weinheim/Munich 1994

Deinet, Ulrich (Ed.): *Schule aus – Jugendhaus? Praxishandbuch Ganztagskonzepte und Kooperationsmodelle in Jugendhilfe und Schule*. Münster (2nd edition) 1997

Deutscher Verein für öffentliche und private Fürsorge (Ed.): *Fachlexikon der sozialen Arbeit*. Frankfurt/Main (4th edition) 1997

Fuchs, Max (Ed.): *Schulische und außerschulische Pädagogik. Gemeinsamkeiten und Unterschiede* (Documentation from the 1992 meeting of experts of the same name in the Remscheid Academy). Remscheid 1994

Fuchs, Ulrike (Ed.): *Neue Wege machen Schule.... Modelle der Zusammenarbeit zwischen Jugendhilfe und Schule*. Contributions to the meeting of experts in October 1998 in Bayreuth. *Institut für soziale und kulturelle Arbeit*. Nuremberg 1999

Gieseke, Hermann: *Wozu ist die Schule da? Die neue Rolle von Eltern und Lehrern*. Stuttgart 1996

Holtappels, Heinz-Günter (Ed.): *Ganztagserziehung in der Schule*. Opladen 1995

Hurrelmann, Herbert et al. (Ed.): *Gegen Gewalt in der Schule. Ein Handbuch für Elternhaus und Schule*. Weinheim 1996

Federal Ministry for Family, Senior Citizens, Women and Youth (Ed.): *KABI - Konzertierte Aktion Bundesinnovationen: Kooperation von Jugendhilfe und Schule*. Part 1 - No. 23, of 5 May 1995; Part 2 - No. 27, 22, January 1996

Keuffer, Josef (Ed.): *Schulkultur als Gestaltungsaufgabe. Partizipation - Management - Lebensweltgestaltung*. Weinheim 1998

Landschaftsverband Rheinland, Landesjugendamt (Ed.): Netze der Kooperation. Schule, Jugendhilfe und Familie: Gemeinsam sind wir gefragt! Cologne 1999

Landschaftsverband Westfalen-Lippe - Landesjugendamt (Ed.): Kooperation zwischen Jugendhilfe und Schule. Münster 1997

Petermann, Franz et al.: Sozialtraining in der Schule. Weinheim 1999

Stiftung Verbraucherinstitut (Ed. in cooperation with the Ministry for Schools and Further Education North Rhine-Westphalia): *Schulsponsoring heute. Möglichkeiten und Grenzen für die Öffnung von Schule*. Berlin 1999

Verein für Kommunalwissenschaften e.V. (Ed.): *Lebenslagen von Kindern und Jugendlichen im Wandel. Neue Anforderungen an Jugendhilfe und Schule*. Documentation of the meeting of experts on 26/27 January 1996 in Bogensee near Berlin, *Verein für Kommunalwissenschaften e.V.* Berlin 1997

The postal and e-mail adresses and Internet links to all the institutions named can be found on the Inter Nationes Homepage: http://www.inter-nationes.de/d/pub/bw/d/bw.html

Details:
Publisher:
Inter Nationes e.V.
Kennedyallee 91 – 103
D-53175 Bonn
E-Mail:
bw@inter-nationes.de
Internet:
http://www.inter-nationes.de
Editors:
Iván Tapia,
Georg M. Blochmann
Layout:
Graphicteam Köln
Translation:
Janet Barton
Production:
Ilona Orthen
Picture research:
Hella Roth
Printed by:
Druckpartner Moser
Druck+Verlag GmbH,
D-53359 Rheinbach
Editorial deadline:
1 December 1999

BEST COPY AVAILABLE